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ABSTRACT

The primary purpose of the study was to ascertain the present employment status, plans for future education, attitude toward existing local educational programs, and attitude toward education in general of the 629 adults who passed the General Education Development (GED) test after preparation at one of the 14 learning centers in Kentucky during fiscal year 1973. Existing on-file records and a mailed questionnaire furnished the data employed to present a general description of the subjects in the study. Non-respondent bias is analyzed and a large portion of the document deals with the analysis of such data as age and sex, race, marital status, highest grade completed, reason for leaving school, other school experiences, employment status, and attitudes. Conclusions are drawn regarding the need for and justification of continuing and/or expanding adult education opportunities. Twenty-eight tables offer concise data analysis and appendixes provide data collection instruments, letters to GED graduates and unsolicited comments by respondents. (MW)

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A FOLLOW-UP STUDY OF ADULTS PASSING THE GENERAL EDUCATION DEVELOPMENT TEST UPON COMPLETION OF PREPARATION IN A KENTUCKY ADULT LEARNING CENTER DURING FISCAL YEAR 1973

by
Wallace K. Nave

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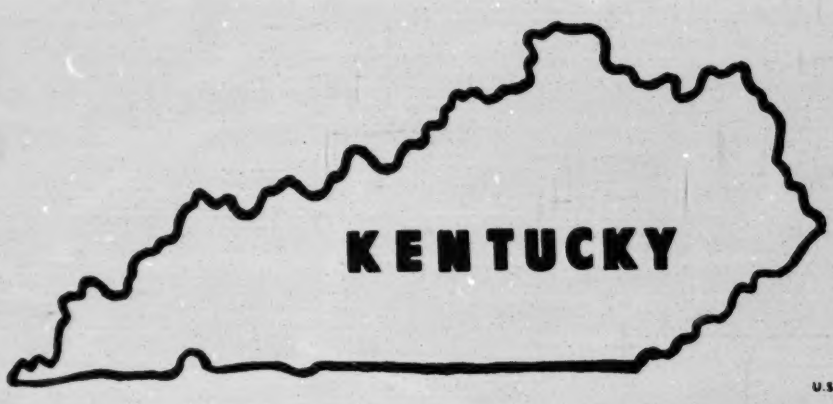

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FOREWORD

The study reported here was designed to determine the present occupational status, plans for further training and education, and attitude toward education of the adults who passed the General Education Development test after preparation in one of the 14 Adult Learning Centers in Kentucky during fiscal year July 1, 1972 to June 30, 1973.

The reader may find answers to some basic questions regarding the GED-level program and its graduates. The study has been conducted in a manner to assure a high degree of objectivity and provides basic information for drawing conclusions regarding the need for and justification of continuing and/or expanding adult education opportunities.

The findings are based upon factual data which have been recorded in permanent files and actual responses by the adults participating in the program; therefore, one may also have a basis for conclusions regarding the value accruing to society in general and local communities as a result of the present program.

Ted Cook, Director
Unit of Adult Education

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The author wishes to acknowledge the valuable assistance of the many persons who contributed to the conduct of this study. It would be difficult to attempt to identify specifically each person, but the major contributors and groups will be recognized.

In order to secure the basic archival data on the subjects, complete cooperation and sanction of Mr. Ted Cook, Director of the Unit of Adult Education, was given and his on-going support and encouragement has been most helpful. Special thanks are also extended to Karen Diechart, Learning Center Supervisor, and to other members of the state staff.

Each of the 14 adult learning center coordinators were most effective as facilitators to the plan for data collection by mail questionnaire. Their assistance was vital and and their cooperation is greatly appreciated.

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Special thanks is extended to those involved with data processing and analysis including Dr. Thomas Madron,

Director of Computer Services, Miss Jean Orris, Mrs. Carolyn C. Marks and Mr. John Foe, Supervisor of Data Processing, and his staff.

Finally, special gratitude is extended to the author's staff: to Mr. James Halcomb, Graduate Assistant, for assistance with much of the preliminary searches for pertinent literature; to Mrs. Doris Shelton and Mrs. Ollie Faries for their secretarial assistance; and to Miss Rachel Nave, student assistant, for much of the logistical and typing services required.

Wallace K. Nave
Project Director

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CHAPTER I

INTRODUCTION

Background

It has long been assumed that adults who failed to achieve at least the equivalent of a high school education are less able to achieve a standard of living or income level comparable to adults who graduated from high school or received the high school equivalency certificate. It is further assumed that the drop-out from public elementary and/or secondary schools is less able to contribute equitably to the economic base of his community, state, and nation; and in many instances, he is the recipient of rather than a contributor to the reservoir of public funds.

A low level of educational attainment is usually found to be a characteristic of people in low-income classifications. This was an important factor considered when the plan of attack of the "war on poverty" was formulated during the 1960's. This condition precipitated federal and state legislation creating programs designed to provide increased opportunities for basic academic and vocational education. Such programs had as implicit and/or explicit objectives to increase the adult's ability to improve his employment status or to prepare him for additional educational opportunities.

The Adult Education Act (July 1, 1969) was designed to provide adults services or instruction below the college level "...and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens."

The Unit of Adult Education of the Bureau of Vocational Education in the Department of Education for the Commonwealth of Kentucky has been delegated the responsibility for implementing adult education programs pursuant to the Adult Education Act. This Unit has also been given the responsibility to administer the state-wide program of General Educational Development (GED) tests and to issue the high school equivalency certificates to be awarded to adults meeting the minimum standards on test scores.

Adult education programs as presently established in Kentucky are of two basic types, traditional classroom and learning centers. Traditional programs are currently operational in approximately 92 different school districts. These usually consist of two regularly scheduled class meetings (in groups directed by a teacher) per week during the early evening hours. The 14 adult learning centers (ALC) on the other hand operate on a multiple-hour basis per day whereby students exercise free entry and exit dependent upon their own time schedules. Learning activities in the ALC are under the direction of a full-time professional coordinator and consist primarily of individualized segments which incorporate programmed instruction, teaching devices, workbooks, and other materials conducive to individual learning.

Need for the Study

According to the 1972 Annual Report of the GED Testing Service, American Council on Education, there were 6,350 adults who passed the GED test in Kentucky. It is assumed that many of the these individuals pursued academic preparation in one of the above types of adult education programs. According to data reported by the Unit of Adult Education of the Kentucky Bureau of Vocational Education, 629 individuals passed the GED test following periods of instruction in an ALC during the fiscal year ending on June 30, 1973.

Since the intent of the Adult Education Act is to assist persons "to become more employable, productive, and responsible citizens" through training, it has been deemed important to ascertain the degree to which this objective is being achieved. It is not the intent of this study to evaluate the effectiveness of the various types of instruction adult students receive in preparation to take the GED test; however, there is a need to conduct a follow-up study to determine the status of employment and future education plans of individuals who passed the GED test in Kentucky.

This is an area of interest expressed by students in graduate adult education programs and local adult education administrators as well as others interested in educational programs for adults.

It would logically follow that educators, legislators, and all others interested in accountability of such programs would be vitally interested in the findings of such a

descriptive study. Information of this type is non-existent on this target population.

This study utilized a mail-type instrument to collect data regarding such dependent variables as employment status and educational plans. Data regarding pertinent independent variable (i.e., age, sex, race, location of ALC, test scores, number of school years completed, etc.) is maintained in the files of the Unit of Adult Education.

Statement of Problem

The central problem studied was to ascertain the present employment status, plans for future education, attitude toward existing local educational programs, and attitude toward existing local educational programs, and attitude toward education of the 629 adults who passed the General Education Development test after preparation at one of the 14 adult learning centers in Kentucky during fiscal 1973. The data for this study were obtained from records kept on each of the subjects and a mail questionnaire.

The primary limitation of this study was that only GED graduates from adult learning centers in Kentucky were surveyed. There may be some question regarding certain data obtained from the mailback questionnaire. The difficulty of interpreting some of the items on the instrument by both the respondents and the researcher and the lack of a 100 percent response may pose some limitation upon the conclusions of the survey.

CHAPTER II

DESIGN AND METHODOLOGY

Instrumentation

The subjects for this study consisted of all (629) adults (16 years of age and older) who passed the GED test after preparation in one of the 14 adult learning centers in Kentucky during FY 73.

The data for the study were obtained from two sources: (a) archival data available from the Unit of Adult Education; and (b) responses from the subjects via a mail questionnaire.

The dependent variables associated with this study included: (a) previous and present employment status: (b) present plans for additional education; (c) attitude toward existing local educational programs; and (d) attitude toward education in general. Data related to these variables were solicited through the use of a mail questionnaire (Appendix 1).

The items in this instrument were developed by the researcher after examining a number of other instruments available from other studies; an exception being the last part entitles "The Education Scale." This Scale has been reputed as being appropriate for ascertaining attitudes toward education in general. Rundquist and Sletto (1936), the developers of the scale, report split-half reliabilities (corrected) of .82

and .83, based upon samples of 500 males and 500 females, respectively. They also report test-retest reliabilities of .84 for a sample of 70 males and .85 for a sample of 75 females.

This researcher secured permission to use the scale for research purposes from the copyright holder, the University of Minnesota.

The Education Scale consists of 22 items representing value statements about some aspect of education; one-half of the statements are made in a positive vein; whereas, the remaining ones represent a negative view. The two types of statements are presented in a random manner so as to prevent a patterned response to statements reflecting the same type of opinion.

A response of "disagree" to a negative statement reflects a positive view; therefore, all the negative statements are to be reverse scored before scores are to be summed in the analysis procedure.

The mail questionnaire also contained items related to certain demographic data not available elsewhere and served as a source for a portion of the independent variables. These include: (a) community where raised and presently residing; (b) how they became aware of learning opportunity; and (c) number of years out of school.

Existing data on the subjects were on file in the office of the Unit of Adult Education and are referred to here as archival data. These data were available from this source only for those persons who had been issued the High School Equivalency

Certificate. This means that for subjects who had not attained the age of 19 by the time these data were needed, this researcher consulted with the local ALC where records on file there produced most of the required information.

The archival data were derived from three sources: (a) form AE 6, which is the application to take the GED test signed by the local school superintendent; (b) the testing center report which serves as official notification to the Unit of Adult Education of a person's GED test scores; and (c) monthly reports from the local ALC to the Unit of Adult Education.

The procedure for collecting the basic archival data involved several steps. The primary source of names was the local ALC monthly report. These reports from the 14 ALC's revealed the names of the 629 individuals who passed the GED test during the study year (FY 73). These forms also reported date of birth, local address, sex, race, total hours of instruction, GED test scores, and name of local ALC. The age variable in this study was derived from the raw date of birth and was recorded as age on June 30, 1973.

All of these data were recorded on the instrument entitled "On-File-Data" (Appendix 2) by the researcher over a period of five days in the state office in Frankfort. Once the data had been recorded, the forms were alphabetized for each ALC and assigned an identification number. Address labels were then prepared for mailing the questionnaire.

A preliminary draft of the mail questionnaire was prepared and then pretested in an attempt to eliminate vague and unclear statements and also to secure a reasonable estimate of the amount of time required to respond to the items. The pretest involved two groups: (a) graduate students in two existing classes in adult education; and (b) 20 students presently enrolled in GED preparation at three local ALC's. The three learning center coordinators handed the instruments to the pretest subjects and asked them to complete them at the center. The coordinator then recorded the time required to complete the forms. The time ranged from eight to twenty minutes.

Reasonable suggestions derived from the pretest were incorporated in the final draft of the instrument. The 44 items required five letter-sized pages which were reproduced on green paper. A cover page of instructions was also included in the mailing.

Collection Procedures

It was felt that the subjects would be more likely to respond if they were asked by someone they were familiar with rather than by a total stranger from some far away university. The ALC coordinators were asked to agree to the wording of a letter from them on their own letterhead and with their personal signature. The coordinators were asked to send ample sheets of their letterhead to the researcher in order for the letter to be reproduced and a personal salutation be typed for each subject. Once reproduced and prepared, they were

sent back to the coordinator to be signed and returned for mailing.

The final instrument contained a space for the person's name for them to identify themselves if they wanted to; it also contained the person's identification number to assure continuity of the two data forms.

The instrument, cover letter, and return business-reply envelope were stuffed in an envelope containing the subject's own ALC return address and his I. D. number and were sent by first-class mail. These were posted in the city post office rather than the University post office since the former used an anonymous postmark while the latter used a Bowling Green postmark in the cancellation process.

Any instruments that were not delivered due to incorrect address or other reasons were returned to the ALC. The coordinator was asked to report to the researcher the I. D. number on those that were returned to them as undeliverable. These then were so identified on the master list in order that a follow-up letter would not be sent. Of the 629 instruments in the initial mailing, 90 were returned as undeliverable.

About 48 percent of the subjects had returned the completed instruments by March 27, 1974. A follow-up reminder was then sent from the researcher's office to those who had not responded. The cut-off date for including returns was May 6 at which time 429 or 68 percent of the total population had responded.

Treatment of Data

The mail questionnaire data constituted card one and the on-file-data were recorded as card two for data processing purposes. The archival data on card two was completed even before the mail instrument was completely ready for distribution. Forms for card two were delivered to the University Computer Center for key punching through column 33. Column 34 was punched after the cut-off date to indicate those who did and did not respond.

The returned questionnaires were sent for key punching in clusters as they were received so that the entire deck of card one could be virtually complete by the cut-off date.

The computer analysis was made by the Office of the University Computer Services. The major analyses consisted of frequency distributions by sex and analysis of variance for the three major items of continuous data. Sex was used as the one variable in the cross tabulations as a means of dichotomizing the subjects where the most obvious differences might exist.

CHAPTER III

NON-RESPONDENT BIAS

Rationale and Design

The primary purposes of normative surveys are generally to determine the status of some particular entity or to measure the results of some action. Most surveys of this type employing the mail questionnaire result in something less than complete reporting due to incomplete returns. Although certain data were recorded for the entire population (archival data), the present study suffers from a less than 100 percent return of data recorded on the mail questionnaire.

The group included in the study consisted of the total population; i.e., all persons passing the GED test after academic preparation in one of the 14 ALC's in Kentucky during FY 73. Even with a response rate of 68 percent for the mail questionnaire, there is that possibility of inaccuracy of the data gathered in terms of the total population (629 subjects); therefore, this chapter reports an attempt to determine in what ways and how much this sample was biased.

Since certain data were available on all subjects, it was decided that an analysis of variance would be made for certain items of continuous data for those who did and did not respond to the questionnaire to determine to what extent

the two groups differed. These variables included age, hours of instruction, and average standard score on the GED test.

Analysis and Results

Hypotheses formulated to test for differences between the two groups (respondents and non-respondents) and stated in the null form were:

Null Hypothesis No. 1. There is no difference in the ages between respondents and non-respondents among the GED graduates.

Analysis of Hypothesis. This hypothesis was tested by the analysis of variance technique as indicated in Table 1. The resultant F ratio of 34.96 was significant at less than the .001 level which indicated a significant difference in the mean age of the two groups. The difference in terms of average age was 5.4 years; the average age for the respondents was 29.9 years whereas the average age of the non-respondents was 24.5 years.

Null Hypothesis No. 2. There is no difference in the number of hours of instruction between the respondents and non-respondents among the GED graduates.

Analysis of Hypothesis. This hypothesis was tested by the analysis of variance technique as shown in Table 2. The F ratio here did not reach a level of significance. This indicates that there was no difference in the mean number of hours of instruction for the two groups.

Table 1

Analysis of Variance of Differences between Responders and Non-Responders according to Age

Source of Variation	Sum of Squares	df	Mean Square	F	P
Between groups	4058.8	1	4058.8	34.96	<.001
Within groups	72795.7	627	116.1		
Total	76854.5	628			

Table 2

Analysis of Variance of Differences between Responders and Non-Responders according to Hours of Instruction

Source of Variation	Sum of Squares	df	Mean Square	F	P
Between groups	9319.0	1	9319.0	2.38	N.S.
Within Groups	2421973.0	620	3906.4		
Total	2431292.0	621			

Table 3

Analysis of Variance of Differences between Responders and Non-Responders according to Average Standard Score

Source of Variation	Sum of Squares	df	Mean Square	F	P
Between groups	0.0	1	0.0	0.0	N.S.
Within groups	12749.3	624	20.4		
Total	12749.3	625			

Null Hypothesis No. 3. There is no difference in the average standard score between respondents and non-respondents among the GED graduates.

Analysis of Hypothesis. This hypothesis was also tested by the analysis of variance technique as shown in Table 3. The F ratio did not reach a level of significance which indicates that there was no difference in the mean average standard score for the two groups.

Conclusions

From the above analyses, one may determine that the non-respondents were somewhat younger than the respondents. This may be due to the fact they are more likely to be mobile and move from their original address without leaving an adequate forwarding address. It may be that younger persons are less likely to see the value of such an enterprise and do not take the time to respond.

Since there were no significant differences between the two groups as applied to hours of instruction and average standard score, it was determined that there was ample evidence to conclude that the findings obtained by analyzing the 429 questionnaires from the respondents may be used to draw conclusions as applied to all GED graduates even though less than 100 percent of the subjects returned completed questionnaires.

CHAPTER IV

RESULTS AND ANALYSIS OF DATA

General Description of Subjects

The variables presented here represent the data gathered on the two forms: (a) on-file data, and (b) mail questionnaire. The computations were made by the office of University Computer Services and consisted of simple frequency distributions and cross tabulations by sex. Although the data are presented in the tables according to sex, the major point of discussion will be in terms of the total responses to the categories.

The total population of GED graduates in this study consisted of 629 individuals. In some tables the total response is shown as a figure less than 629; this was due to the fact that some of the subjects failed to respond to an item or the data were not available on the individual.

Age and Sex

The average age of the subjects was 28.2 years and the ages ranged from 16 to 73 years. Table 4 also shows that 63 percent were less than 30 years of age and that one out of three (or 37 percent) was 30 years old or older. One may also observe that almost three out of ten or 29 percent were from 16 to 19 years of age.

According to Table 4, females constituted 70 percent of the total and males made up 30 percent. The males tended to be somewhat younger in that 73 percent of the males were under 30 years of age while 59 percent of the females were under 30.

Race

The subjects were predominately white (86 percent) as shown in Table 5. Eighty-six subjects (14 percent) were reported as Negro and two females were reported as Oriental.

Marital Status

According to Table 6, six out of ten (61 percent) were married, while approximately one-quarter (24 percent) were single and 15 percent had checked "other" on their application. Some subjects had written in the "other" block various marital statuses, (i.e., divorced, separated, widowed, widower).

Highest Grade Completed

The subjects were asked to record on their initial application the highest grade in school they had completed. The distribution of grades is shown in Table 7 along with the average grade completed by the entire group (i.e.; 9.59 years). The majority (83 percent) had completed at least one year of high school; although 96 or 15 percent had completed eight years or less. The one person shown as completing 12 years was the wife of a service man whose diploma from a foreign country was not as readily acceptable as would be the high school equivalency certificate.

Table 4

Distribution of GED Graduates according to Sex and Age

Age (categories)	Sex					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 20 years	70	37	113	26	183	29
20 to 29 years	68	36	147	33	215	34
30 to 39 years	25	13	98	22	123	20
40 to 49 years	17	9	54	12	71	11
50 to 59 years	6	3	26	6	32	5
60 years and over	3	2	2	1	5	1
Total (column)	189	100	440	100	629	100
Total (row)	189	(30)	440	(70)	629	(100)
Range: 16 to 73 years				Average:	28.2 years	

Table 5

Distribution of GED Graduates according to Sex and Race

Race	Sex					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
White	174	92	365	83	539	86
Negro	15	8	71	16	86	14
Other	--	--	2	1	2	--
Total	189	100	438	100	627	100

Table 6

Distribution of GED Graduates according to Sex and Marital Status

Marital status	Sex					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Married	91	56	254	64	345	61
Single	64	40	69	17	133	24
Other	7	4	75	19	82	15
Total	162	100	398	100	560	100

Almost one-quarter of the subjects (24 percent) dropped out of school during their senior year. Over one-half (56 percent) dropped out during their last two years of high school.

Table 7
Distribution of GED Graduates according to Sex by Highest Grade Completed

Highest Grade Completed	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
5th	--	--	2	1	2	--
6th	1	--	5	1	6	1
7th	5	3	11	3	16	3
8th	24	13	52	12	76	12
9th	55	30	115	27	170	28
10th	52	28	139	33	191	31
11th	47	26	102	24	149	25
12th	--	--	1	--	1	--
Total	184	100	427	100	611	100

Average grade completed: 9.59

Reason for Leaving School

The major reasons for leaving school as shown in Table 8 were marriage or pregnancy, to work, and disinterested in school. These were given as reasons by 71 percent of the subjects; marriage or pregnancy by over one-half of the females or 39 percent of all subjects. To work was reported by one-third of the males or 18 percent of the total. Disinterested in school was the reason given by 22 percent of the males and 11 percent of the females for a total of 14 percent. Reasons given in the "other" category included such words and phrases as: none, no reason, moved, to learn a trade, no high school in community, etc.

Table 8

Distribution of GED Graduates according to Sex by Reason for Leaving School

Reason for Leaving School	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Marriage or pregnancy	5	3	196	53	201	39
To work	48	33	45	12	93	18
Disinterested in school	32	22	41	11	73	14
Personal reasons	20	14	22	6	42	8
Family problems	7	5	19	5	26	5
Illness or disabled	3	2	13	4	16	3
Financial reasons	11	7	16	4	27	5
Military service	13	9	--	--	13	3
Other	8	5	19	5	27	5
Total	147	100	371	100	518	100

Table 9

Distribution of GED Graduates according to Sex by Place of Preparation--Learning Centers

Learning Center	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Bourbon County	3	1	1	--	4	1
Bowling Green Independent	7	4	20	5	27	4
Christian County	9	5	16	4	25	4
Danville Independent	7	4	22	5	29	5
Fayette County	25	13	63	14	88	14
Hopkins County	13	7	28	7	41	6
Jefferson County	71	38	102	23	173	27
Laurell County	3	1	15	3	18	3
Louisville--Brown	9	5	35	8	44	7
Louisville--Hill	2	1	22	5	24	4
Morehead State University	8	4	14	3	22	4
Newport Independent	18	9	39	9	57	9
Owensboro Independent	5	3	26	6	31	5
Paducah Independent	9	5	37	8	46	7
Total	189	100	440	100	629	100

Place of Preparation for GED

The distribution of GED graduates by learning centers is shown in Table 9. As might be expected, the six centers in the more densely populated areas reported a greater number (68 percent) of the subjects. These included: Jefferson County, 27 percent; Fayette County, 14 percent: Louisville-Hill and Brown, 11 percent; Newport, 9 percent; and Paducah, 7 percent. Over one-half (51 percent) of the males were from Jefferson and Fayette counties; whereas, 37 percent of the females were from these two centers.

Please note that Bourbon County reported only four persons during the last quarter of the study year. This was due to the fact that they had been in operation only a portion of the year.

Total Hours of Instruction in an ALC

There was a wide range of hours of instruction for the GED graduates according to Table 10. This was from two to 375 hours; however, the average was 63.57 hours. Almost one-third (31 percent) spent less than 25 hours in preparation; whereas, only 10 percent reported spending 150 hours or more. A few more than one-half of the subjects (53 percent) spent less than 50 hours in preparation at an ALC.

The question of whether the subjects spent time in preparation at places other than an ALC was not a part of this study.

Table 10

Distribution of GED Graduates according to Sex by Total Hours of Instruction in an ALC

Hours of Instruction (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Less than 25 hours	71	38	121	28	192	31
25 to 49 hours	47	25	87	20	134	22
50 to 74 hours	28	15	79	18	107	17
75 to 99 hours	17	9	52	12	69	11
100 to 124 hours	12	6	27	6	39	6
125 to 149 hours	5	3	16	4	21	3
150 hours and over	8	4	52	12	60	10
Total	188	100	434	100	622	100
Range: 2 to 375 hours			Average: 63.57 hours			

Scores on the GED Test

The high school level GED battery consists of five tests in the following areas:

A. Correctness and Effectiveness of Expression

B. Interpretation of Reading Materials in the Social Studies

C. Interpretation of Reading Materials in the Natural Sciences

D. Interpretation of Literary Materials

E. General Mathematical Ability

These five tests will be referred to as English, social studies, natural sciences, literature and mathematics respectively.

The Unit of Adult Education of the State Department of Education is responsible for awarding the High School Equivalency certificates to persons in Kentucky meeting the minimum standards established by the Unit. In order to pass the GED test, (i.e., meet the minimum standards) a person is required to score at least 35 on any of the five tests, and is required to achieve a score of 45 as an average standard score for the entire battery.

The range for all graduates on Test One, English, was from 35 to 76 with the average being 48.25 as shown in Table 11. Three-quarters (75 percent) scored above 45 on this test.

The distribution of GED graduates by scores on Test Two, social studies, is shown in Table 12. The range of scores was from 35 to 74 with an average of 50.18. On this particular test, 80 percent of the subjects scored 45 or above.

Scores by categories on Test Three, natural sciences, ranged from 36 to 71 with an average of 51.19 as shown in Table 13. Only 11 percent recorded a score less than 45 on Test Three.

Categories of scores on Test Four, literature, are presented in Table 14. The range here was from 37-76; the average score was 51.18. Only 9 percent scored less than 45 and one-quarter (25 percent) scored 55 or over on this test.

Table 11

Distribution of GED Graduates according to Sex by Scores on Test One--English

Score (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
35 to 39	17	9	10	2	27	4
40 to 44	49	26	80	18	129	21
45 to 49	69	37	169	39	238	38
50 to 54	38	20	109	25	147	23
55 to 59	14	7	45	10	59	9
60 to 64	--	--	16	4	16	3
65 and over	1	1	9	2	10	2
Total	188	100	438	100	626	100

Range: 35 to 76 Average: 48.25

Table 12

Distribution of GED Graduates according to Sex by Scores on Test Two--Social Studies

Score (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
35 to 39	3	2	9	2	12	2
40 to 44	21	11	90	21	111	18
45 to 49	46	24	145	33	191	30
50 to 54	59	31	107	24	166	26
55 to 59	34	18	63	14	97	16
60 to 64	18	10	17	4	35	6
65 and over	7	4	7	2	14	2
Total	188	100	438	100	626	100

Range: 35 to 74 Average: 50.18

Table 13

Distribution of GED Graduates according to Sex by Scores on Test Three--Natural Sciences

Score (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
35 to 39	2	1	4	1	6	1
40 to 44	7	4	57	13	64	10
45 to 49	30	16	150	34	180	29
50 to 54	83	44	139	32	222	35
55 to 59	37	20	58	13	95	15
60 to 64	23	12	25	6	48	8
65 and over	6	3	5	1	11	2
Total	188	100	438	100	626	100
Range: 36 to 71					Average: 51.19	

Table 14

Distribution of GED Graduates according to Sex by Scores on test Four--Literature

Score (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
35 to 39	2	1	1	--	3	1
40 to 44	21	11	32	7	53	8
45 to 49	69	37	165	38	234	37
50 to 54	48	26	131	30	179	29
55 to 59	28	15	53	12	81	13
60 to 64	14	7	35	8	49	8
65 and over	6	3	21	5	27	4
Total	188	100	438	100	626	100
Range: 37 to 76					Average: 51.18	

The range of scores on Test Five, mathematics, was from 35 to 68 with an average of 47.92 according to Table 15. Over one-quarter of the graduates (27 percent) scored less than 45 while 35 percent scored 50 or above on the mathematics test.

Table 15

Distribution of GED Graduates according to Sex by Scores on Test Five--Mathematics

Score (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
35 to 39	5	3	35	8	40	6
40 to 44	26	14	105	24	131	21
45 to 49	70	37	168	39	238	38
50 to 54	54	29	78	18	132	21
55 to 59	18	10	37	8	55	9
60 to 64	14	7	11	2	25	4
65 and over	1	--	4	1	5	1
Total	188	100	438	100	626	100
Range: 35 to 68					Average: 47.92	

The distribution of GED graduates by average standard score categories is shown in Table 16. The range here was from 45 to 70.2 and the average was 49.74. A majority of the subjects (85 percent) scored from 45 to 54; however, 41 percent scored 50 or above.

Table 16

Distribution of GED Graduates according to Sex by Average Standard Score

Score (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
45 to 49	90	48	280	64	370	59
50 to 54	69	37	93	21	162	26
55 to 59	25	13	52	12	77	12
60 to 64	4	2	10	2	14	2
65 to 69	--	--	2	1	2	1
70 and over	--	--	1	--	1	--
Total	188	100	438	100	626	100
Range: 45 to 70.2					Average: 49.74	

By reviewing Tables 11 through 15 one may rank the five tests according to the average scores by the subjects from highest to lowest as follows: natural sciences, literature social studies, English, and mathematics.

Place of Residence

Tables 17 and 18 present the distribution of GED graduates according to where they lived while growing up and where they lived at the time the questionnaire was completed. The general trend across the country is for people to move from the small town and rural areas to the larger cities. This trend is also exhibited somewhat by the population being studied.

Table 17 shows that 45 percent of the subjects grew up in a small town, a rural area, or on a farm. On the other hand, about one-quarter (28 percent) grew up in or near a large city (50,000 or more population).

According to Table 18, only 26 percent report living in a small town, a rural area or on a farm. Whereas, 19 percent (Table 17) grew up on a farm, only 6 percent now live on a farm. There was very little change in the number that grew up in/or near a moderate-sized town (25 percent) and those that presently reside there (32 percent). Of the location categories, 41 percent now reside in or near a large city.

Those reporting places other than the specific categories in Tables 17 and 18 were listed as follows: Jordan, military bases, combination of categories, parents moved around a lot, etc.

Table 17

Distribution of GED Graduate Responders according to Sex by Place Lived while Growing Up

Place	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
On a farm	26	21	55	18	81	19
Rural area--not on a farm	19	15	46	15	65	15
Small town	12	10	36	12	48	11
Moderate sized town	22	18	63	21	85	20
Suburb of moderate sized town	5	4	15	5	20	5
Large city	23	19	52	17	75	18
Suburb of large city	15	12	28	9	43	10
Other	1	1	8	3	9	2
Total	123	100	303	100	426	100

Table 18

Distribution of GED Graduate Responders according to Sex by Location of Present Residence

Location	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
On a farm	12	10	14	5	26	6
Rural area--not on a farm	13	10	39	13	52	12
Small town	8	7	29	9	37	8
Moderate sized town	27	22	79	26	106	25
Suburb of moderate sized town	8	7	20	7	28	7
Large city	27	22	58	19	85	20
Suburb of large city	26	21	64	21	90	21
Other	2	1	1	--	3	1
Total	123	100	304	100	427	100

Years since Last Attending School

Approximately one-half (49 percent) of the subjects reported being out of school less than ten years as may be seen in Table 19. Three out of ten had been out of school three years or less. On the other hand, 69 persons or 16 percent had been out of school 25 years or more.

How Learned about Opportunity to Study for GED at an ALC

Seven out of ten of the subjects learned about the opportunity to study for the GED at an ALC from a personal contact according to Table 20. Over one-third (37 percent) were made aware by a friend or relative, 18 percent by someone in a public agency, and 16 percent by a school official. One-quarter of the GED graduates reported being made aware of the program through the mass media or some other printed form of publicity.

The reasons given in the "other" category included several sources that might have been reported as one of the other seven sources shown on the instrument. Also, some indicated that they learned about the program from more than one source.

Analysis of Dependent Variables

The remaining discussion in this chapter is directed toward the respondents' responses to items included in the mail questionnaire. The items are categorized under one of the four dependent variables which include: (a) employment status, (b) additional educational pursuits, (c) attitude

Table 19

Distribution of GED Graduate Responders according to Sex by Number of Years since Last Attending School

Years (categories)	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
3 years or less	50	41	79	26	129	30
4 to 6 years	12	10	30	10	42	10
7 to 9 years	10	8	30	10	40	9
10 to 12 years	11	9	31	10	42	10
13 to 15 years	6	5	25	8	31	7
16 to 18 years	5	4	24	8	29	7
19 to 21 years	8	6	18	6	26	6
22 to 24 years	4	3	17	5	21	5
25 years or more	17	14	52	17	69	16
Total	123	100	306	100	429	100

Table 20

Distribution of GED Graduate Responders according to Sex by Source of Learning about the Opportunity for the GED Test Preparation at an Adult Learning Center

Source	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Newspaper or magazine	9	7	27	9	36	8
Radio or TV	8	7	13	4	21	5
Poster in a public place	5	4	14	5	19	5
Announcement brought home by child in school	5	4	20	6	25	6
School official	25	20	45	15	70	16
Public agency	12	10	66	22	78	18
Friend or relative	51	41	106	35	157	37
Other	8	7	13	4	21	5
Total	123	100	304	100	427	100

toward local educational programs, and (d) attitude toward education in general.

Employment Status

The subjects' employment status at the time they began study at an ALC is shown in Table 21. Three out of ten were homemakers on a full-time basis. A little less than one-half (44 percent) were employed--33 percent being employed full-time and 11 percent were employed on a part-time basis. One-quarter (25 percent) were unemployed--16 percent were seeking employment and 9 percent were not seeking employment.

Employment status at the time the questionnaire was completed is given in Table 22. Upon examination of this table and the previous one, certain changes in status are observable. The number of full-time homemakers decreased by one-third; i.e., from 30 percent to 19 percent. The number employed increased by 58 persons or 15 percent. The part-time employment decreased from 47 to 42 persons while those employed full-time increased by 63 and, at present, approximately one-half (48 percent) of the subjects are employed full-time.

The number unemployed decreased from 25 to 16 percent which represents 35 individuals. The 6 percent in the "other" category indicated they were either students, in the military service, or works occasionally.

Table 21

Distribution of GED Graduate Responders according to Sex by Employment Status at Beginning of Study in a Learning Center

Employment Status	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Homemaker (full-time)	1	1	128	42	129	30
Employed (part-time)	7	5	40	13	47	11
Employed (full-time)	78	64	63	21	141	33
Retired	2	2	--	--	2	--
Disabled	--	--	2	1	2	--
Unemployed (seeking employment)	22	18	46	15	68	16
Unemployed (not seeking employment)	10	8	26	8	36	9
Other	2	2	1	--	3	1
Total	122	100	306	100	428	100

Table 22

Distribution of GED Graduate Responders according to Sex by Present Employment Status

Employment Status	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Homemaker (full-time)	--	--	84	27	84	19
Employed (part-time)	8	6	34	11	42	10
Employed (full-time)	91	74	113	37	204	48
Retired	2	2	--	--	2	--
Disabled	--	--	3	1	3	1
Unemployed (seeking employment)	11	9	39	13	50	12
Unemployed (not seeking employment)	1	1	18	6	19	4
Other	10	8	15	5	25	6
Total	123	100	306	100	429	100

In response to the question asking to what extent their employment status changed since passing the GED, the subjects responded as follows: (a) there has been no change-56 percent; (b) have been able to find a job-15 percent; (c) have been able to get a better job with new employer-17 percent; (d) have received a promotion with present employer-6 percent; (e) other-6 percent which included: a full-time student in college or vocational school, military service, have become unemployed, etc.

Additional Educational Pursuits

An examination of Table 23 reveals that many of the subjects have applied themselves to the pursuit of additional educational programs since they passed the GED test. Just over one-half (53 percent) had not enrolled in any type of educational or training program; however, 47 percent had undertaken vocational and on-the-job training, college-level work, or other (meaning special courses which might have been considered vocational or college-level training).

What about future educational plans? Table 24 indicates that 66 percent presently plan to continue their education; i.e., 29 percent plan for future vocational and on-the-job training, 31 percent plan to undertake college-level work, and 6 percent indicated "other" which meant special courses, college work when children are grown, and unsure.

Table 23

Distribution of GED Graduate Responders according to Sex by Educational Programs Enrolled in since Passing the GED Test

Educational Programs	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
None	68	55	160	52	228	53
Vocational training	8	6	66	22	74	17
On-the-job training	18	15	16	5	34	8
College-level work	23	19	40	13	63	15
Other	6	5	24	8	30	7
Total	123	100	306	100	429	100

Table 24

Distribution of GED Graduate Responders according to Sex by Plans for Future Educational Programs

Plans for Future Educational Programs	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
No plans	40	33	106	35	146	34
Vocational training	16	13	65	21	81	19
On-the-job training	14	11	27	9	41	10
College-level work	51	41	83	27	134	31
Other	2	2	22	7	24	6
Total	123	100	303	100	426	100

Attitude toward Local Educational Program

When asked if the time spent in preparation to take the GED test had been worthwhile, most all of the subjects (97 percent) responded "yes."

Those who said yes to the previous question were asked to write in why they felt it was worthwhile. The responses were then coded in one of the nine categories shown in Table 25. One-quarter of the subjects (26 percent expressed a feeling of personal satisfaction, self-confidence, self-esteem, etc. One-half (53 percent) indicated that they would have better job and educational opportunities.

In response to the question regarding the extent to which they had influenced others to enroll in adult education classes, about six out of ten or 62 percent indicated that they had influenced others to attend while 25 percent said they were not sure. Only 1 percent said they had influenced others not to attend, while 12 percent indicated that they felt they had not influenced others one way or the other.

Table 26 presents the distribution of responses regarding opinions about their own local school district providing educational programs for adults. Virtually all (99 percent) felt that such programs should be continued or initiated. Over three-quarters (79 percent) of the subjects felt that the program should not only be continued but that it should be expanded.

Table 25

Distribution of GED Graduate Responders according to Sex by Opinion as to Why They Felt Time Spent in Preparation for GED Test had been Worthwhile

Opinion	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Personal satisfaction	20	18	77	29	97	26
Helped pass the test	16	14	17	6	33	9
Future educational opportunity	23	20	60	22	83	22
Better job opportunity	37	33	80	30	117	31
Better outlook on life	11	10	15	6	26	7
Skill and self development	1	1	8	3	9	2
Better self-expression	2	2	--	--	2	--
Help children with homework	1	1	8	3	9	2
Other	1	1	4	1	5	1
Total	112	100	269	100	381	100

Table 26

Distribution of GED Graduate Responders according to Sex by Opinion about Own Local School District Providing Educational Programs for Adults

Opinion	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Should continue at present level	22	18	36	12	58	14
Should continue and expand present program	90	73	249	81	339	79
Should discontinue program	1	1	1	--	2	--
Program not provided here but one should be started	9	7	18	6	27	6
Other	1	1	2	1	3	1
Total	123	100	306	100	429	100

Would the GED graduates be willing to support the local school board's efforts to improve educational opportunities? Most of the subjects (96 percent) indicated that they definitely would or probably would support such efforts. Table 27 shows that almost two-thirds of the subjects said they definitely would support the local board. Of the 2 percent responding to "other", most expressed concern with the definition of the word "support."

Attitude toward Education in General

Approximately three-quarters (78 percent) of the GED graduates expressed the feeling that their attitude toward education in general had become more favorable since going back to school. About two out of ten (21 percent) said that there had been no change in their attitude. Four people or 1 percent said that their attitude had become less favorable.

The respondents were then asked to respond to the 22 item "Education Scale" developed by Rundquist and Sletto of the University of Minnesota. The responses were in terms of a five-point scale; a response of "five" indicated a high degree of favorableness to the statement while a "one" indicated a high degree of unfavorableness. Responses to negative statements were reverse scored in the computer analysis making the highest possible score (i.e., sum of scores on the 22 items) equal to 110; the lowest possible score is 22 (see Table 28).

This range was divided into eight increments of 11 points each and assigned a descriptive term expressing a

Table 27

Distribution of GED Graduate Responders according to Sex by Willingness to Support Local School Board's Efforts to Improve Educational Opportunities

Willingness to Support	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Would definitely support it	72	58	197	65	269	63
Probably would support it	44	36	96	32	140	33
Probably would not support it	5	4	3	1	8	2
Definitely would not support it	--	--	2	--	2	--
Other	2	2	5	2	7	2
Total	123	100	303	100	426	100

Table 28

Distribution of GED Graduate Responders' Attitude Index Categories

Attitude Index Categories	(Score)	Number	Percent
Extremely favorable	100 to 110	52	12
Highly favorable	89 to 99	158	37
Favorable	78 to 88	152	36
Slightly favorable	67 to 77	47	11
Slightly unfavorable	56 to 66	13	3
Unfavorable	45 to 55	6	1
Highly unfavorable	34 to 44	--	--
Extremely unfavorable	23 to 33	--	--
Total		428	100

Range: 45 to 110 Average: 87.4

degree of favorableness or unfavorableness. The subjects were then categorized accordingly based upon their total score.

The scores ranged from 45 to 110 with an average of 87.40. The female subjects had an average score of 88.51 and the males registered a mean of 84.66.

Based upon previous discussions regarding attitude, it might be expected that the subjects would register a favorable attitude as measured by this scale. Most of the respondents (96 percent) did in fact post a score of 67 and above which is the lowest point on the favorable end of the continuum. Only 11 percent indicated a slightly favorable attitude, while over one-third (36 percent) reflected a favorable view. Almost one-half of the subjects scored as highly favorable or extremely favorable with a distribution of 37 percent and 12 percent respectively.

The total respondent mean score of 87.40 would place at the high end of the "favorable" designation.

For further insight into the feelings of some of the GED graduates, the reader is directed to Appendix 3. All unsolicited comments (i.e., letters and written-in statements) by some of the responders simply because they felt inclined to do so at no suggestion by the researcher are included in Appendix 3.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The primary purpose of this study was to ascertain the present employment status, plans for future education, attitude toward existing local educational programs, and attitude toward education in general of the 629 adults who passed the General Education Development test after preparation at one of the 14 adult learning centers in Kentucky during fiscal year 1973. Existing on-file records furnished the data employed to present a general description of the subjects in this study; whereas, a mail questionnaire was employed to survey the subjects regarding the above dependent variables. The results of the study have led the author to the following conclusions:

A. The adult learning centers have been effective in meeting the educational needs of adults of various ages, races, and sex.

B. The majority of the adults dropped out of school during their high school years due to marriage or pregnancy, to go to work, or a lack of interest in school.

C. Most of the adults spent less than 100 hours in preparation at one of the adult learning centers.

D. On the average, the adults scored higher on the social studies, natural sciences, and literature tests than they did on the tests of English and mathematics.

E. By and large, the adults learned about the opportunity to study at an ALC through a personal contact;

i.e., from a friend or relative, a teacher or other school official, or from someone from a public agency.

F. Most of the adults are presently engaged in some productive activity; i.e., full-time homemaker, employed (full-time or part-time), or some type of continuing education endeavor.

G. Most (almost three-quarters) of the adults are presently engaged in or plan to pursue some form of additional education or training.

H. The number of adults employed full-time increased by 15 percent from the time they started study at an ALC to the present.

I. Virtually all of the adults reported that they felt the time spent in preparation to take the GED test had been worthwhile.

J. The adults felt that their local school districts should continue or initiate educational programs for adults; the majority felt that they should also be expanded.

K. The adults reported a willingness to support their local school board's efforts to improve educational opportunities in general.

L. Based upon an attitude index score, the adults registered a favorable attitude toward education in general.

M. Responses from the GED graduates indicated that they were well satisfied and enthusiastic about the educational program offered through the adult learning centers.

N. The adults appeared to be pleased to participate in this study.

O. This type of study appears to be an effective method to assess the value of the program as related to the dependent variables.

P. Based upon the results of this study, it appears that the adult learning center program in Kentucky has been effective in meeting the objectives of the Adult Education Act; i.e.; "...and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens."

Recommendations

The recommendations presented herein are a result of the knowledge gained in conducting the study as well as specific findings of the study. The recommendations are:

A. Adult education programs in Kentucky should be continued and expanded as an effective means of preparing adults to pass the GED test as a first step toward increased employability, continued educational pursuits, and for fostering a more favorable attitude toward local educational endeavors.

B. Emphasis should be given to recruitment efforts employing a personal contact as a means of creating awareness on the part of the high-school dropout of the opportunity to re-enter the public education scene.

C. Follow-up studies of this type should be continued and even expanded to include the traditional adult education classes as a means of evaluating the total adult education program in Kentucky.

APPENDIX 1

Data Collection Instruments

WESTERN KENTUCKY UNIVERSITY
Office of Continuing Education
GED Research Project
On-File Data

Name _____
Last First Middle Maiden

Address _____
Street-RFD-Box City State Zip

Identification number: _ _ _ _

Card number: 2

Age: _ _ Date of birth: _____
month day year

Sex: _(1)Male _(2)Female

Race: _(1)White _(2)Negro _(3)Other

Total hours of instruction: _ _ _

Test one score: _ _

Test two score: _ _

Test three score: _ _

Test four score: _ _

Test five score: _ _

Average standard score _ _ . _

Name of learning center:

_(01) Bourbon County
_(02) Bowling Green Indep.
_(03) Christian County
_(04) Danville Indep.
_(05) Fayette County
_(06) Hopkins County
_(07) Jefferson County
_(08) Laurell County
_(09) Louisville-Brown
_(10) Louisville-Hill
_(11) Morehead State Univ.
_(12) Newport Indep.
_(13) Owensboro Indep.
_(14) Paducah Indep.

Marital status: _(1)Married _(2)Single _(3)Other

Veteran: _(1)Yes _(2)No

Highest grade completed: _ _

Reason for leaving school: _____

WESTERN KENTUCKY UNIVERSITY
Office of Continuing Education

GED Follow-up Survey

IMPORTANT! We need your help in making an important follow-up survey of adults who did some of their preparation to pass the GED test in one of Kentucky's adult learning centers.

We realize that your time may be one of your most valuable resources; therefore, this survey was developed with this in mind. You may respond to most of the items by simply placing a check mark (✓) in the appropriate space for the response you select as representing your best answer in Part I. In Part II, you would simply circle a number in making your response. The amount of time required to complete the survey will probably be no more than 20 to 30 minutes.

Please understand that your answers will be handled in a highly confidential manner and will be treated in terms of group responses; no attempt will be made to refer to your answers individually.

Since the number of adults in Kentucky who passed the GED test last year was so large, we have selected a smaller number of adults to be included in this study; therefore, your response is needed even more. Won't you please invest a little of your time right now toward the future of adult education in Kentucky.

Please respond to the following items and return the survey in the enclosed business reply envelope (no postage required) as soon as possible.

INSTRUCTIONS:	Part I	Read each question carefully and then place a check mark in the blank space between the number and the answer you select.
	Part II	The instructions are given on page 4.

GED GRADUATE QUESTIONNAIRE

Part I

Name: _____
Last First Middle Initial

Which of the following best describes where you lived for most of the time while you were growing up? (check one)

1.___ On a farm
2.___ Rural area but not on a farm
3.___ In a small town (10,000 or less population)
4.___ In a moderate sized town (10,000-50,000 population)
5.___ In a suburb of a moderate sized town (10,000-50,000 population)
6.___ In a large city (over 50,000 population)
7.___ In a suburb of a large city (over 50,000 population)
8.___ Other (please specify)_____

Which of the following best describes where you now live? (check one)

1.___ On a farm
2.___ Rural area but not on a farm
3.___ In a small town (10,000 or less population)
4.___ In a moderate sized town (10,000-50,000 population)
5.___ In a suburb of a moderate sized town (10,000-50,000 population)
6.___ In a large city (over 50,000 population)
7.___ In a suburb of a large city (over 50,000 population)
8.___ Other (please specify) _____

How did you first learn about the opportunity for preparation for the GED test at a learning center? (check one)

1.___ Newspaper or magazine announcement
2.___ Radio or television announcement
3.___ Poster in a public place
4.___ Announcement brought home by child in school
5.___ School official
6.___ Public agency (such as economic security, economic opportunity, etc.)
7.___ Friend or relative
8.___ Other (please specify) _____

How many years were there between the time you last attended regular school and the time you began your study at a learning center in preparation for the GED test? (check one)

1.___ 3 years or less
2.___ 4 to 6 years
3.___ 7 to 9 years
4.___ 10 to 12 years
5.___ 13 to 15 years
6.___ 16 to 18 years
7.___ 19 to 21 years
8.___ 22 to 24 years
9.___ 25 years or more

What was your employment status at the time you started study in the learning center? (check one)

1.___ Homemaker (full-time unemp)
2.___ Employed, part-time
3.___ Employed, Full-time
4.___ Retired
5.___ Disabled (unable to work)
6.___ Unemployed (seeking employment)
7.___ Unemployed, (not seeking employ)
8.___ Other (please specify)_____

What is your present employment situation? (check one)

1.___ Homemaker (full-time unemployed)
2.___ Employed, part-time
3.___ Employed, full-time
4.___ Retired
5.___ Disabled (unable to work)
6.___ Unemployed (seeking employment)
7.___ Unemployed (not seeking employ
8.___ Other (please specify)_____

To what extent has your employment situation changed since passing the GED test? (check one)

1.___ There has been no change
2.___ Have been able to get a job
3.___ Have been able to get a job with new employer
4.___ Have received a promotion with present employer
5.___ Other (please specify)_____

To what extent has your income changed since passing the GED test? (check one)

1.___ There has been no change
2.___ Have received small increase
3.___ Have received moderate increase
4.___ Have received a large increase
5.___ Am receiving less income
6.___ No income, have become unemployed
7.___ Other (please specify)_____

Would you be willing to move your place of residence in order to get a job or to get a better job? (check one)

1.___ Yes, would be willing to move most anywhere
2.___ Yes, would be willing to move but only to certain areas
3.___ No, would not care to move

What educational program(s) have you enrolled in since passing the GED test? (check one)

1.___ None
2.___ Vocational training
3.___ On-the-job training
4.___ College-level work
5.___ Other (please specify)_____

What are your plans regarding future education programs? (check one)

1.___ I have no plans
2.___ I plan to take vocational training
3.___ I plan to take on-the-job training
4.___ I plan to take college-level work
5.___ Other (please specify)_____

Do you think the time and effort spent in preparation to take the GED test has been worthwhile? (check one)

1.___Yes 2.___No

If "yes" to the above, in what way(s) has it been worthwhile? (please specify)

_____

_____

Do you feel that you have influenced some other person(s) regarding their plans to attend adult education classes or a learning center to prepare to take the GED test? (check one)

1.___Yes, to attend
2.___Yes, not to attend
3.___No
4.___Not sure
5.___Other (please specify)_____

How do you feel about your local school district providing educational programs for adults? (check one)

1.___Should continue at the present level
2.___Should continue and expand present program
3.___Should discontinue program
4.___Adult education program not provided in my district but feel that one should be started here
5.___Other (please specify)

To what extent would you be willing to support your local school board's efforts to improve educational opportunities in your community? (check one)

1.___Would definitely support it
2.___Probably would support it
3___Probably would not support it
4.___Definitely would not support it
5.___Other (please specify)_____

To what extent has your attitude (the way you feel) toward education in general changed since you decided to go back to prepare for the GED test? (check one)

1.___My attitude has become more favorable
2.___There has been no change in my attitude
3.___My attitude has become less favorable

PLEASE CONTINUE TO NEXT PAGE

PART II

Below is a list of statements concerning education in general. Please read each statement carefully and respond to each on the basis of your own opinion. Make your response to each statement by circling the number in the appropriate column which best describes the extent to which you agree or disagree with the content of the statement. WORK RAPIDLY. Be sure to respond to every item.

EXAMPLE: If you strongly agree with the following statement, circle the number five in the column at the right.

EVERYONE IS ENTITLED TO AN EDUCATION . . . (5) 4 3 2 1

Key:
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
A man can learn more by working four years than by going to high school	5	4	3	2	1
The more education a person has, the better he is able to enjoy life	5	4	3	2	1
Education helps a person to use his leisure time to better advantage	5	4	3	2	1
A good education is a great comfort to a man out of work.	5	4	3	2	1
Only subjects like reading, writing and arithmetic should be taught at public expense	5	4	3	2	1
Education is no help in getting a job today. . .	5	4	3	2	1
Most young people are getting too much education	5	4	3	2	1
A high school education is worth all the time and effort it requires	5	4	3	2	1
Our schools encourage an individual to think for himself	5	4	3	2	1

Key: 5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
There are too many fads and frills in modern education	5	4	3	**2**	1
Education only makes a person discontent	5	4	3	2	1
School training is of little help in meeting problems of real life	5	4	3	2	1
Education tends to make an individual less conceited	5	4	3	2	1
Solution of the world's problems will come through education	5	4	3	2	1
High school courses are too impractical	5	4	3	2	1
A man is foolish to keep going to school if he can get a job	5	4	3	2	1
Savings spent on education are wisely spent	5	4	3	2	1
An educated man can advance more rapidly in business and industry	5	4	3	2	1
Parents should not be compelled to send their children to school	5	4	3	2	1
Education is more valuable than most people think	5	4	3	2	1
A high school education makes a man a better citizen	5	4	3	2	1
Public money spent on education during the past few years could have been used more wisely for other purposes	5	4	3	2	1

NOTE: Thank you for your time and effort in completing this form. Please check to see that you have responded to all items.

Please place in the self-addressed envelope and return promptly.

APPENDIX 2

Letters to GED Graduates

(Initial Letter-Mailed on Learning Center Letterhead)

February 23, 1974

(Participant's Address)

Dear (Participant's Name):

I would like to announce that our center has been asked to take part in a state-wide project which may be very important to the future of adult education programs in Kentucky.

This project is a follow-up survey of a number of our students who have passed the GED test. You have been selected along with several others from all over the state to take part in this project.

The Unit of Adult Education of the State Department of Education has asked Dr. Nave of Western Kentucky University to conduct the survey. I have agreed to cooperate in this plan and trust you will too.

Enclosed is the survey form and a postage-paid envelope. Read the cover page carefully, and then go through the form and answer all items. Place the completed form in the envelope and place it in the mail as soon as you can in order that Dr. Nave may soon complete the total survey.

Please feel free to call me here at the center if you have any questions about any part of the survey.

I would like to thank you in advance for your cooperation in making the survey possible.

Sincerely,

(Individual Learning
Coordinator)

mrn

WESTERN KENTUCKY UNIVERSITY

(First Follow-up Letter)

March 27, 1974

M E M O R A N D U M

TO: Selected Persons Passing the GED Test

FROM: GED Follow-up Survey

A few weeks ago the coordinator of the Adult Learning Center where you did some of the preparation for taking the GED Test sent you a questionnaire requesting that you complete it and return it in the envelope accompanying it.

The completed forms have been returned from quite a few of those selected, and that is very encouraging to those of us who are pulling the responses together to summarize the survey. As of today we have not received a completed form from you, and I just wanted to remind you of the importance of this survey and to let you know that there is still time to get yours in and have it counted.

If there is an item in the survey that you do not understand or do not wish to respond to, skip over it and complete the remainder. If you have misplaced or lost the questionnaire and/or the return envelope, please get in touch with your coordinator and ask that he let me know and I shall be glad to send another.

I realize that most folks are busy and completing the survey will require some of your valuable time, but we need your help in this regard in order to make the survey as meaningful as possible.

Thank you in advance for your consideration and cooperation.

Wallace K. Nave, Director
GED Follow-up Survey

of

WESTERN KENTUCKY UNIVERSITY

Bowling Green, Kentucky 42101

(Second Follow-up Letter)

April 18, 1974

M E M O R A N D U M

TO: Selected Persons Passing the GED Test

SUBJECT: GED Follow-up Survey

Well, I have some good news and some bad news concerning our survey project.

Let me tell you the good news first. The number of GED graduates mailing back the completed survey form has been at a fairly high level. I am real pleased with the responses so far.

And now for the bad news. As of to date, I have not received a completed form from you. I can think of a lot of reasons why people may not respond to a form of this type (e.g., misplaced the form, lost the envelope and address, child spilled milk on form, did not understand some of the items, did not have time, did not understand the importance of the survey. etc.).

I am sure that your reason is valid, but I did want to make one more attempt to get your participation in the survey and to let you know that there is time to be counted.

Enclosed is another copy of the form and a return envelope which requires no postage. Please follow the instructions on the cover page, complete those items you understand, and return to me as soon as possible.

Again, let me say how much we appreciate your cooperation and participation in this survey.

Wallace K. Nave, Director
GED Follow-up Survey

APPENDIX 3

Unsolicited Comments by Respondents

Unsolicited Comments by Respondents

GED/4-1-74/1208

I had to drive approximately 25 miles to take the courses to get my GED. I went two nights a week and haven't regretted it for one minute. I only wish it had been made available many years before.

(From Foster, KY)

GED/3-7-74/1231

I am happy to have been selected to take part in this survey. If additional information is required, I would be glad to provide necessary information.

(From Dayton, KY)

GED/3-18-74/0510

I would really like to know how these turn out.

(From Lexington, KY)

GED/3-19-74/0306

I am proud to have my GED degree. I do regret not completing high school. There is a lot of things I could have learned if I had only stayed in school. I do feel that there is something that could be done to help these young drop-outs. The age limit could be set at 18 years of age. A person of 18 is more intelligent than at 16 and more able to make decisions. Most factories won't hire 16 year olds because the law states you have to be at least 18.

I hope you can read this and won't think of me as unintelligent for stating my thoughts on the subject.

(From Hopkinsville, KY)

GED/5-6-74/0581

I didn't mind filling this out at all and I do hope that this helps others. I could say a great deal more than just checks and circles--good things and opinions on these questions.

I would appreciate any help that you could give me in finding a job, this seems impossible around here. I have my GED and I also am still studying my accounting, but nobody will hire me because I have not worked as a bookkeeper yet. You can't get any experience if someone don't hire you.

(From Lexington, KY)

GED/3-19-74/1251

Dear Sir:

I have filled out the questionnaire for you but would like to add a few comments.

I married at 16 (too young) but my mother raised three of us alone and the material things I needed for a day at school were not available. Plus, she was tired from working a full day to pay any attention to our school activities. She hoped for us to get an education but hope doesn't provide what other children have from your average home.

My husband and I had six children which I feel stems from lack of education on both our parts. My oldest is 18 and the youngest is 11. With the struggle to raise them, we realized the importance of education. Therefore we have stressed repeatedly to them the opportunities available with an education.

As soon as I received my GED, I enrolled in college, taking psychology and sociology. It has thus far been a rewarding experience and has broadened my outlook on education.

Pertaining to education for our young as being a fad or not letting them think for themselves, yes, to a certain point, because my children do not read as well as they should, and the age old idea of getting them to use their own mind is not being stressed too strong. There are many parents in my area who feel they were taught better and came out of school better equipped than our own children are.

Happily, anyway, my own are going farther than high school, not so much to satisfy their father and I, but because they realize the need for either college or vocational training.

Thank you,

(From Covington, KY)

GED/4-1-74/058

I quit school at 16 and feel today that an education is very important. Even a housewife needs an education. I hope I can make my son realize how important it is. The more education you can bet, the better equipped a person is for life.

(From Lexington, KY)

GED/4-2-74/7025

I am sorry I am late with this but my baby died last month and I haven't really thought about this form.

(From Louisville, KY)

GED/3-6-74/7148

Dear Dr. Nave:

I have completed the enclosed survey and would like to make a few comments of my own.

The survey will indicate that our income has not increased, but it won't tell you that the GED certificate is my insurance policy for admission to the job market or a training program should it become necessary for me to work.

The survey will also tell you that I have not entered college or a vocational program, but it won't tell you of the homemaker and special interest classes that the Learning Center introduced to me. Our income has not increased because of them, but it has been stretched considerably.

I don't know who funds the Bookmobile program, but through the years, their books have helped me learn budget and money management, home decorating, furniture refinishing, landscaping, home repairs, etc. and to help my children with their school work. How can these things be counted in dollars and cents?

I hope that these things will be taken into consideration when the decisions are made on the future of this program.

Sincerely,

(From Louisville, KY)

GED/2-28-74/7039

Gentlemen:

Some of my answers might appear contradictory. I was a house-wife when I received my GED diploma, and I am still a house-wife. I have not applied for a job outside my home. Both my husband and I wanted our high school diplomas because we felt that it would give us greater confidence. The discipline of studying for our diplomas gave us a thirst for knowledge that has led to positions of leadership in our community. We thank the Adult Education Center and the Jefferson County Board of Education.

Sincerely,

(From Louisville, KY)

GED/3-30-74/0520

Dear Dr. Nave:

First of all, Mr. Nave, I would like to thank you for selecting me to participate in your survey. I would also like to make an apology for having been so long in completing the form.

The completed form is enclosed. However, there are some other things that I feel very strongly about, and would like to say if I may.

Before I met James Porter, Coordinator of the Fayette County Adult Education Center, I didn't know where I was going, I had trouble reading and understanding simple reading material; in Math, I could only do simple addition, subtraction, and very little multiplication and division. After working for several months with Mr. Porter, I finally was able to make progress in areas of education that before I had felt to be impossible to me. This by no means says that the work was easy. It was very hard for me. But with the help of Mr. Porter and his staff, I did achieve my goal: a GED diploma, for which I am very proud.

Mr. Nave, if anything I have said can be used to help to assure that the Adult Education Centers will continue their work, please feel free to use it. If I personally can be of any assistance, please feel free to call upon me. Without these centers, I would still feel as a person incompetent in facing many everyday situations.

Sincerely,

(From Lexington, KY)

GED/4-2-74/7163

Now, please take the time to read what I have to say about how I feel about education. Now that I am older and have to make it on my own, I often wish I had really studied in school and taken full advantage of what knowledge it had to offer. But, being young, all I could think of was getting out. So I quit in my senior year, and it only took me a year to realize that I needed a diploma, and the education that really stands behind it. I have been able to get into any vocational school and most colleges with my GED, and I have decided to go through Nursing School. I am really grateful for the time that everyone took with me while I worked for it. I also think that your programs have reached a lot of people. I recommend a GED to everyone I know that hadn't graduated from school, and since I have received mine, I hear of a lot of others who have received theirs, too. Thank you again for everything.

(From Louisville, KY)

GED/3-6-74/0904

Dear Sirs:

I received your GED Graduate Questionnaire and thank you for the opportunity to express myself on adult education. Also I would like myself clear because your questionnaire was not thorough nor was it specific. In column 8 I had to check "other" because I don't remember the first time I heard about the GED, having been raised with parents who were both educators. In column 9: there are those of us in high school who are simply bored and want to continue our education on a higher level, i.e. college. I took my GED screening, passed it and then withdrew from the high school I was attending. I was 16 when I went to apply and was delayed a month until I turned 17. Also, I did not attend a learning center study program. I didn't need to. Anyone with an eighth grade education could have passed a GED.

I did not take the GED to get a better job or to get any kind of a job for that matter, only to have the required prerequisite for college entrance.

As for my future educational plans, I am slowly working on eventually receiving a Masters or a Doctorate in Special Education and maybe eventually starting my own school of Special Education.

I am now 18, living away from home and have completed one semester in a state school. I would be graduating from high school in three months.

Again I thank you for the opportunity to help in any way I can to further adult education programs in the state.

Sincerely,

(From Louisville, KY)

GED/4-2-74/----

My apologies--I was not at home when the questionnaire came. My GED has shown me there is no need for that feeling of failure that comes from being a "drop-out." Our opportunities today are unlimited.

(From Louisville, KY)